Teacher Academy of Maryland II (2025)

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INTRODUCTION 2

A Career and Technical Education (CTE) instruction provides content aligned with challenging academic standards and relevant technical knowledge and skills for students to further their education and succeed in current or emerging professions. 2.A

B The Education Career Cluster spans careers aimed at fostering learning from early childhood to adulthood, including teaching, instructional design, counseling services, community engagement, learner support, and educator training. This Cluster emphasizes quality education standards and lifelong learning, preparing individuals for success through all life stages by nurturing knowledge, skills, and critical thinking and encouraging personal and societal growth in a constantly evolving world. 2.B

C The Teacher Academy of Maryland CTE Program of Study encompasses teaching and instructional design roles across diverse educational levels, from kindergarten through Grade 12 (K-12) to adult learning. This field includes integrating educational technology and emerging teaching methods into curriculum development and delivery. Careers in this Sub-Cluster also involve providing professional development and training for educators while facilitating learning experiences and coaching individuals and groups. This field promotes lifelong learning in various settings, including schools, colleges, corporate environments, and community organizations. 2.C

D Teacher Academy of Maryland II builds on the foundations established in Teacher Academy of Maryland I. This course focuses on instructional design, teaching strategies, and educational technology integration. Students will explore differentiated instruction, assessment methods, and strategies for supporting diverse learners, including English language learners and students with special needs. Students will demonstrate their ability to create and implement effective instructional materials through project-based learning. By the end of this course,

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students will be fully prepared to take the ParaPro Assessment Certification, demonstrating competency in core academic areas. 2.D

E **Students will participate in at least two Career-Connected Education and Work-Based Learning experiences in this course, which might include informational interviews or job shadowing relevant to the program of study.** 2.E

F **Students are encouraged to participate in extended learning experiences through aligned Career and Technical Student Organizations (CTSOs). CTSOs are a cocurricular requirement in the Carl D. Perkins Act, and alignment to CTSO activities is an expectation for CTE programs in the state of Maryland.** 2.F

KNOWLEDGE AND SKILLS 3

A **The student demonstrates the necessary skills for career development, maintenance of employability, and successful completion of course outcomes. The student is expected to:** 3.A

1. Identify and demonstrate positive work behaviors that enhance employability and job advancement, such as regular attendance, promptness, proper attire, maintenance of a clean and safe work environment, and pride in work. 3.A.1
2. Demonstrate positive personal qualities such as flexibility, open-mindedness, initiative, active listening, and a willingness to learn. 3.A.2
3. Employ effective reading, writing, and technical documentation skills. 3.A.3
4. Solve problems using critical thinking techniques and structured troubleshooting methodologies. 3.A.4
5. Demonstrate leadership skills and collaborate effectively as a team member. 3.A.5
6. Implement safety procedures, including proper use of software and following privacy guidelines. 3.A.6
7. Exhibit an understanding of legal and ethical responsibilities in the educational field, following copyright laws and regulations. 3.A.7
8. Demonstrate time-management skills and the ability to prioritize tasks in a technical setting. 3.A.8

B **The student identifies various career pathways in the educational field. The student is expected to:** 3.B

1. Develop a career plan that includes the necessary education, certifications, job skills, and experience for specific roles in education. 3.B.1
2. Create a professional resume and portfolio that reflect skills, projects, certifications, and recommendations. 3.B.2
3. Demonstrate effective interview skills for roles in educational fields. 3.B.3

C **The student develops technology and digital literacy skills. The student is expected to:** 3.C

1. Use technology as a tool for research, organization, communication, and problem-solving. 3.C.1

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2 Use digital tools, including computers, mobile devices, collaboration platforms, and cloud services, to access, manage, and create information. 3.C.2

3 Demonstrate proficiency in using emerging and industry-standard technologies 3.C.3

4 Understand ethical and legal considerations for technology use, including the principles of data protection, copyright, and responsible technology use. 3.C.4

D The student integrates core academic skills into educational practices. The student is expected to: 3.D

1 Demonstrate the use of clear communication techniques, both written and verbal, that are consistent with industry standards. 3.D.1

2 Apply English concepts such as writing informative texts when documenting student progress, lesson plans, and communication with parents/guardians. 3.D.2

3 Use mathematical concepts for measurement and conversion (Fahrenheit vs. Celsius), ratios and proportions as well as fraction and decimal conversions. 3.D.3

E The student demonstrates an understanding of the roles and responsibilities of teachers at various educational levels. The student is expected to: 3.E

1 Identify key roles of teachers in elementary, secondary, and postsecondary education. 3.E.1

2 Examine the duties of teachers beyond classroom instruction, including administrative and leadership responsibilities. 3.E.2

3 Investigate how educators collaborate with families and community members to enhance learning outcomes. 3.E.3

F The student explores contemporary educational issues and their impact on teaching practices. The student is expected to: 3.F

1 Investigate current educational trends and their effects on teacher roles, including the use of technology, standardized testing, and inclusion practices. 3.F.1

2 Analyze how contemporary social issues, such as socioeconomic disparities and diversity, impact classroom instruction and teacher effectiveness. 3.F.2

3 Explore professional development opportunities to address current educational challenges and improve teaching practices. 3.F.3

G The student demonstrates an understanding of historical perspectives in American education and their influence on modern teaching practices. The student is expected to: 3.G

1 Identify key historical milestones in American education, such as the establishment of public schools, desegregation, and major educational reforms. 3.G.1

2 Explain how historical events and policies shaped current educational structures and teaching methodologies. 3.G.2

3 Discuss the role of the federal government and state policies in shaping educational opportunities for diverse student populations. 3.G.3

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H **The student applies ethical standards in the teaching profession. The student is expected to:** 3.H

1. Define ethical responsibilities as an educator and relate them to daily teaching practices. 3.H.1
2. Analyze ethical dilemmas in educational settings, including equity issues, student privacy, and teacher-student relationships. 3.H.2
3. Apply the National Education Association (NEA) Code of Ethics to case studies in education. 3.H.3

I **The student engages in reflective practices through guided field experiences. The student is expected to:** 3.I

1. Participate in guided observations of K-12 classrooms to identify effective teaching strategies and classroom management techniques. 3.I.1
2. Document field experiences and reflect on personal teaching practices to improve instructional effectiveness. 3.I.2
3. Develop and revise a professional portfolio that aligns with teaching standards and professional growth goals. 3.I.3

J **The student applies principles of development to classroom management and teaching strategies. The student is expected to:** 3.J

1. Identify developmental factors that influence students' behavior in the classroom and apply strategies to promote positive behavior. 3.J.1
2. Demonstrate how understanding developmental stages can inform effective classroom management techniques. 3.J.2
3. Design age-appropriate learning activities that foster growth in physical, cognitive, and socioemotional domains. 3.J.3
4. Use observation and assessment techniques to track and support students' developmental progress. 3.J.4

K **The student integrates knowledge of human growth and development into teaching practices. The student is expected to:** 3.K

1. Develop a teaching practice that reflects an understanding of developmental theories and student needs. 3.K.1
2. Reflect on how human development influences their approach to teaching and classroom management. 3.K.2
3. Apply developmental principles to foster a positive and supportive classroom climate that encourages student growth. 3.K.3
4. Create a portfolio that includes observations, lesson plans, and reflections on developmental practices in education. 3.K.4